



## THE GOVERNOR'S P-20 COUNCIL

October 3, 2008

### AGENDA

10:00 A.M.

*Notice is hereby given to Members of the Governor's P-20 Council and the general public that the P-20 Council will hold a meeting, open to the public, on October 3, 2008 at 10:00 a.m., at 1700 W. Washington, 6<sup>th</sup> Floor Conference Room B, Phoenix, Arizona. Public comment will be taken. The P-20 Council will discuss and may take action on the following matters. Members will attend either in person or by telephone conference call.*

**1. Call to Order & Welcome**

**Dr. Rufus Glasper**

**2. Approval of Minutes**

**Dr. Rufus Glasper**

- June 16, 2008
- June 19, 2008

**3. Updates: Policy Making Boards**

**Dr. Rufus Glasper**

- Community Colleges Update
  - Arizona Community College Council

**4. Presentation: Collaborative Communications Campaign**

**Paul Luna**

**5. Presentation: 21<sup>st</sup> Century Partnership State Application**

**Staff**

**6. Call to the Public**

**Dr. Rufus Glasper**

**7. Announcements and Adjournment**

**Dr. Rufus Glasper**



## **ARIZONA COMMUNITY COLLEGE COUNCIL**

On September 17, 2008 Governor Napolitano created the Arizona Community College Council that will support a seamless education system to better prepare students for college and the workforce.

### **Functions**

The Council will:

- Develop a recommendation for long-term coordination and governance of the state's community colleges that recognizes the need for system wide coordination of the state's colleges, universities, and private institutions, and balances governance by locally elected boards.
- Propose revisions of the higher education funding mechanisms, formulated in partnership with the Governor's P-20 Council, the Arizona Board of Regents and others.
- Improve, in partnership with the Arizona Board of Regents and others, transfer and articulation of community college credits to ensure that a greater number of community college credits count towards a bachelor's degree, consistent with the Governor's P-20 Council's recommendations.
- Establish standards for the exchange of data between the community college districts and the other education institutions of this State as new data collection and tracking systems are established, including a longitudinal data system.
- Establish statewide goals for the community colleges and development of accountability and performance measures related to the same.
- Support expansion of dual enrollment in the State, in partnership with the K-12 education, the Governor's Office, and the Governor's P-20 Council.

The Council will work in partnership with the Governor's P-20 Council, Arizona Board of Regents, State Board of Education, and First Things First to accomplish these goals.

### **Members**

Council members will include: the ten chief executive officers of the state's community college districts, Dine College and Tohono O'odham Community College; two district governing board representatives, and three business, industry or philanthropic representatives.

### **Meetings**

The Council will meet quarterly.

## ARIZONA'S APPLICATION TO BE RECOGNIZED AS A "21<sup>ST</sup> CENTURY SKILLS LEADERSHIP STATE"

### **EXECUTIVE SUMMARY**

*After responding to the sections below, briefly summarize your proposed approach (approximately one page).*

Arizona's application to become a P21 Leadership State is related to several key drivers –

- Governor Janet Napolitano's educational leadership
- Creation of the Governor's P-20 Council in 2005
- Business and the Economy

These drivers led to the Arizona Summit on 21st Century Skills held at the University of Arizona in Tucson convened by the Governor's P-20 Council, the University of Arizona College of Education, and the Tucson-based Partnership for 21st Century Skills. Over 270 individuals from multiple stakeholder groups (educators, associations, businesses, foundation, elected-officials, etc.) attended to explore and begin to develop a 21st Skills strategy for the State of Arizona.

The recommendations from the Summit have been further developed to include specific objectives, tactics, and metrics for each of the required sections (standards, assessments, etc.) Highlights include the following:

- **Standards** – Combining the best input from Achieve/American Diploma Project, P21 and other sources (e.g., ISTE) to ensure the best of rigor as well as 21<sup>st</sup> century relevance and skills.
- **Professional Development and Teacher Preparation** – In addition to addressing the need to leverage new professional development approaches, Arizona has developed a Teacher Preparation plan focused on working with our public higher education institutions.
- **Assessment** – Highlights include the embedding of International standards; use of more computer-based assessments; and development of a "balanced assessment system."
- **Outreach/Participation** – The broad representation on the Governor's P-20 Council and inclusion of stakeholders in the Summit provide us with a great foundation. We will build on this foundation by sustaining input from key education associations and foundations and increasing support from key business associations; the legislature and state agencies.
- **Youth Development** – In addition to equitable access to 21<sup>st</sup> Century Skills in schools, Arizona wants to embed higher expectations into a comprehensive Youth Development strategy.
- **Economic and Workforce Development** – The state recognizes that the key to economic success is ensuring that qualified workers are educated and trained for high-growth, high-wage jobs in strategic industries. Arizona state leaders have identified a course of action that will ensure its students are prepared to fill the jobs of the 21<sup>st</sup> century or succeed in post-secondary education.

## **BACKGROUND**

*Briefly highlight existing programs, districts, and schools that have begun to exhibit 21<sup>st</sup> century teaching and learning. Also, identify major state educational and workforce development programs that need to be better informed by/aligned with 21<sup>st</sup> Century Skills concepts.*

Education is one of Governor Napolitano's top priorities. Under her direction, the state has launched a number of key education initiatives, including the creation of the Governor's P-20 Council (Council) in 2005. The Council was created to accomplish two major goals: to improve and align education systems in Arizona; and to ensure that every graduating student is prepared for work and postsecondary education in the 21st Century.

Through the work of the Council, policies have been implemented, legislation enacted, and rule changes have been made to ensure education alignment, modernization and increased student achievement. Specifically, the Council has been instrumental in working to prepare students for higher education and the workplace. By working with the State Board of Education (SBE) and the Arizona Department of Education (ADE), the Council has increased graduation requirements, increased the rigor of the Mathematics Standard, and is currently reviewing the English Language Arts (ELA) Standard as well as state-level assessments to ensure that they are geared towards college and career readiness.

In tandem with this work, and to ensure Arizona students are prepared for the 21<sup>st</sup> century economy, on October 25, 2007, the Governor, the Council, the University of Arizona College of Education, and the Tucson-based Partnership for 21<sup>st</sup> Century Skills, convened a summit to address teaching and learning for the 21<sup>st</sup> Century (see attachment A).

Over 270 stakeholders from around the state attended the Arizona Summit on 21st Century Skills, which was held at the University of Arizona in Tucson. This collaborative effort brought together educators, business representatives, foundation partners and legislators to explore and develop statewide recommendations on how to incorporate 21st Century Skills into Arizona's education system.

Participants at the Summit agreed that Arizona students need to master more than the basic subjects to compete with their peers in the state, the nation and throughout the world noting that our students need to become critical thinkers, problem solvers, effective communicators and collaborators, creators and innovators. Additionally, they need to learn to be self-directed and motivated individuals, capable of learning on their own once they leave school, as well as acquire new literacy's, such as health, financial and media literacy, and develop global awareness about the world beyond our nation.

The report and recommendations from this Summit were presented to the Council in 2008 and moved to the Council's working committees to develop strategies to ensure implementation. The Summit report – which served as the foundation for this application – addressed the following areas: Content Standards; Professional Development; Assessments; Teacher Preparation; and Youth Development.

**Description of Your Approach in the following areas:**

*Experience of our existing state partners indicate that the following key change levers must be addressed in order to succeed – content standards; professional development; assessments; outreach/participation; and resources. Please briefly describe (one page or less per section) your specific approach in each of these areas. Also, please identify several measurable objectives in each area that you hope to achieve in the next 2-3 years.*

**Content Standards** – *21<sup>st</sup> Century Skills need to be highlighted within existing standards and new content area standards may need to be developed. Please describe your approach.*

**21<sup>st</sup> Century Skills will be highlighted within existing Arizona state standards and new content area standards will be developed.**

Over the past four years, Governor Napolitano and the Council have been working to address education reform in Arizona. A significant priority for the Council has been to align high school curriculum and assessments with expectations of higher education and the workforce. In late 2006, the Council recommended increasing high school graduation requirements in order to better align them with both college/work readiness and university entrance requirements; at the same time, the Council joined Achieve, Inc.'s American Diploma Project (ADP) Network.

In 2007, the Council convened an Achieve, Inc. Alignment Team in partnership with the ADE, high school, higher education and workforce representatives. This Team reviewed Arizona's current mathematics standard, compared it to Achieve, Inc.'s college and work ready benchmarks, and raised its level of rigor. In June 2008 the SBE approved revisions to the state mathematics standard reflecting the work of the Alignment Team. In 2008, the Council is again working with Achieve, Inc. to revise Arizona's ELA Standard following the same process used with the mathematics standard. It is expected that the SBE will adopt the revised ELA standard in June 2010.

The Council seeks to leverage the relationship with P21 and other Partner states in order to inform the standards updates. The work P21 is doing with other ADP states such as Wisconsin and New Jersey is of particular interest.

**Objective 1:**

- Identify in core subject areas those 21<sup>st</sup> Century Skills required for students to be successful. As standards are revisited and revised, 21st Century Skills will be included as part of the guiding research and documents for consideration during the process.

**Tactics**

1. The Mathematics Standard was recently revised and approved by the SBE in June 2008. There was a concerted effort by committee members to embed more critical thinking and problem solving skills within the document. The Council may want to

review the Wisconsin ADP/P21 Math standards report to garner ideas for future consideration.

2. The Technology Standard is currently undergoing revision and will be submitted to the SBE for approval to post for public comment at the August SBE Meeting. Twenty-first Century Skills were considered during the revision process.
3. This school year the revision process will begin for the ELA Standard, and 21st Century Skills will be considered as part of the guidance. During the revision process, it is important to maintain the “what” in the learning outcomes. The “how” will be determined by local schools/districts.
4. As Career and Technical Education courses undergo transformation, 21<sup>st</sup> Century Skills will be identified and integrated into course sequence

### **Metrics:**

#### October 2008 – June 2010

Proposed revised content standards will be reviewed by technical experts to ensure the inclusion of 21<sup>st</sup> century learning skills and alignment with college and career-ready expectations.

#### October 2008 - June 2012

The revised content standards in mathematics, ELA, science, technology and social studies will have been submitted and approved by the SBE. These adopted standards will be reflective of the full range of knowledge and skills necessary for college and career success in a 21<sup>st</sup> century global economy.

### **Objective 2:**

- Ensure teachers have access to professional development that encourages the use of a balanced assessment system in the classroom.

### **Tactics:**

1. ADE’s Formative Assessment Unit develops and promotes professional development for teachers in use of the assessment system.
2. Participate with national organizations such as the Council of Chief State School Officers and P21 partnership states in the development of professional development programs focused on the effective use of the assessment system.

### **Metrics:**

#### October 2008-December 2010

Professional Development programs focused on the effective use of the state’s assessment system will be available and assessable in all districts and schools in Arizona.

**Professional Development** (see note below)– *Extensive professional development is required to provide teachers with the insights and tools to support 21st century teaching and learning. Please identify how you will modify existing professional development and develop new programs. (Note to P21 reviewers from Jim Flanagan – Arizona insightfully added the “Teacher Preparation” section. P21 should consider add it as a requirement for future applications.)*

***Professional Development - Give teachers opportunities to develop 21st Century Skills during the school year and the workday.***

Governor Napolitano has put a major emphasis on recruiting, training, and retaining Arizona’s teachers. In her FY 2006 and 2007 budgets, the Governor included \$146 million for pay raises for teachers. The Governor also created and funded the Master Teacher program that is working to place mentor teachers in schools across the state, beginning with the schools that are most in need.

Governor Napolitano and the Council are working to ensure statewide professional development is coordinated, easily accessible, and will help increase student achievement. The Council also recommended the use of technology to expand access to quality professional development to teachers across the state. An example currently being piloted is Project IDEAL, a partnership effort between Arizona State University and ADE, which serves as a platform for professional development and provides teachers with the ability to: enroll in online professional development courses; access educational content aligned to grade levels, subject areas, and Arizona academic standards; access to Google applications for education in a secure, personalized environment; access to iTunesU for P-20 educational podcasts and resources; and provides an environment that fosters professional collaboration and continuous support, as students, becoming teachers, enter their classrooms

The ADE provides extensive professional development for educators statewide, as do organizations such as the Arizona K-12 Center. As recommended through the Arizona Summit on 21<sup>st</sup> Century Skills, a serious look should be taken at these state level professional development programs and opportunities being offered to ensure that 21<sup>st</sup> Century Skills are embedded within them.

Among other areas to target, professional development should also be focused on providing support to teachers to improve 21<sup>st</sup> Century learning at all levels through data driven decision making.

### **Objective 1:**

- Create and/or expand a statewide and regional infrastructure for professional development in 21<sup>st</sup> Century Skills.

**Tactics:**

1. Assess what currently exists and what is needed in all areas of professional development and 21<sup>st</sup> Century Skills development at each of the following levels: state, school board, administration, teachers, and support personnel. Utilize this information as the basis for reforming professional development content and delivery.
2. Work in partnership with the SBE, ADE, Arizona K-12 Center and the Council's Teachers Committee to develop an infrastructure to deliver professional development in a variety of ways that builds on the expertise of the current structure in place in Arizona and utilizes best practices from the 21<sup>st</sup> Century Skills partner states.
3. Include both public education and youth serving organizations in professional development planning and implementation. Model practices such as the Arizona Youth Collaborative at the University of Arizona provide for a professional development series for youth workers that include 21st Century Skill development in an online environment.

**Metric:****October 2008-December 2010**

Complete an overall assessment of current professional development practices related to 21<sup>st</sup> Century Skills and create a proposed infrastructure for Arizona to deliver meaningful professional development to all stakeholders. Develop common objectives, structures and identify resources that are available to effectively impact teaching practice and student learning.

Through shared best practices and technical support from the 21<sup>st</sup> Century Partnership states, develop a collaboration with all partners and launch a statewide and regional infrastructure for professional development that includes online delivery as a part of the structure for teachers, administrators, counselors, youth workers and others and that is aligned to 21st Century Skill Standards and outcomes. The West Virginia model will be used as a guide to compose focus groups around the state to bring in the voices of practitioners (teachers and building level administrators) and include higher education in the ADE trainings.

This work will further ensure professional development programs include skills in use of data that monitors student learning of 21<sup>st</sup> Century Skills and content in order to adjust instructional strategies and personalize teaching for all students.

Fully implement a teacher identifier number to facilitate professional development planning and data driven decision making based on learning of 21<sup>st</sup> Century Skills and content in order to drive meaningful and effective professional development programs.



## **Objective 2:**

- Provide professional development in 21<sup>st</sup> Century Skills to state, district and school leaders.

## **Tactics:**

1. Compile and develop one site of online 21<sup>st</sup> Century Skills resources for educators in Arizona that includes links to all of the various efforts that are being implemented, potentially using IDEAL as a model and pilot for this effort.
2. Use opportunities that currently exist to be more explicit about the development of 21<sup>st</sup> Century Skills in all professional development offerings: Arizona K-12 Center, ADE, IDEAL, U Teach, etc.
3. Continue promoting National Board Certification for Arizona's teachers and utilize National Board Certified Teachers as resources for model 21<sup>st</sup> Century Skills classrooms.
4. Explore the models used by the National Association of Partners in Education, West Virginia's Teach21 and teacher and administrator leadership efforts to maximize the efforts of those already involved in delivering professional development and build on their success.
5. Create separate leadership/training tracks for different and distinct groups: policy level, district, site and teachers.

## **Metric**

### **October 2008-June 2009**

Arizona will increase the number of National Board Certified teachers and incorporate 21<sup>st</sup> Century Skills into the support for these candidates. A proposal for the development of 10 model classrooms throughout the state will be developed.

### **October 2008-December 2009**

A structure will have been developed and implemented that provides for professional development for state, district and school leaders that is focused, collaborative, and directly supports the attainment of 21<sup>st</sup> Century Skills.

Ten model classrooms will be open in regional areas throughout the state for shared learning and professional development.

## **Objective 3:**

- Provide educators opportunities to develop 21<sup>st</sup> Century Skills during the school year and the workday.

**Tactics:**

1. Provide opportunities for school districts, building sites and administrators, and teachers to plan and implement long-term professional development goals that are aligned with 21<sup>st</sup> Century Skills.
2. Provide mini-grants or scholarships helping to fund substitute teachers for off-site learning opportunities.
3. Utilize a regional and online delivery structure to provide equal learning opportunities with equal access in rural/outlying areas.

**Metric:****October 2008 – September 2009**

Provide at least one face-to-face professional development opportunity for education leaders from all districts and schools.

**June 2009 – September 2010**

Will have provided or expanded a series of online and face-to-face professional development opportunities that are available to all teachers in the state.

Professional planning tools, resources and best practices will be provided through the Regional Structure to assist in planning focused 21<sup>st</sup> Century Skills professional development that is focused on improving teaching practice and student learning.

A collaborative will be formed, including ADE, the Council, state universities and community colleges, all state professional organizations, business and foundation partners, to ensure the funding is available to develop and implement onsite, regional and online training programs that provide all teachers and educators with opportunities to develop 21<sup>st</sup> Century Skills during normal contract days.

**Objective 4:**

Revise Arizona's Professional Teacher Standards to incorporate 21<sup>st</sup> Century Skills and to reflect learning outcomes as well as teaching practices. Discuss an appropriate method to assess the mastery of 21<sup>st</sup> Century Skills.

**Tactics:**

1. Revise the state teaching standards to include 21<sup>st</sup> Century Skills and integrate them with accreditation reports and requirements for teacher preparation, certification, and professional development for certification renewal.

**Metrics:**

October 2008-December 2009

The Certification Advisory Committee of the State Board of Education will convene a representative group of teachers, administrators, and institutions of higher education to revise the Arizona professional teacher standards.

December 2009-December 2010

State teacher standards will be adopted by the SBE and will include 21<sup>st</sup> Century Skills.

**Assessments** – *Assessments are more important then ever to inform teachers and other stakeholders – including students. Please identify different assessments – from formative to summative and exam to demonstration projects – that you will encourage to insure the mastery of 21<sup>st</sup> Century Skills.*

***Build a shared, coherent and aligned vision of assessments among all Stakeholders AND identify changes to assessments that will insure the mastery of 21<sup>st</sup> Century Skills. Support research and evaluation of innovative assessment practices that are consistent with the vision of a 21<sup>st</sup> century education.***

Monitoring how well students are learning 21<sup>st</sup> Century Skills requires a balanced assessment system – one in which assessments are used not only to measure discreet knowledge at the end of instruction, but also to improve learning during instruction.

In her 2008 State of the State address, Governor Napolitano charged the SBE to prioritize the issue of assessment and to make the necessary reforms. At present, Arizona’s assessment system includes a high school exit exam. The Arizona Instrument to Measure Standards, or AIMS assessment, measures student progress up to grade 10. Students who fail the AIMS test may re-test multiple times through 12<sup>th</sup> grade. The SBE has identified assessment review/reform as one component of its next steps to pursue an agenda of increased academic rigor, as reflected in recently approved graduation requirements and increased graduation rates.

On June 16, 2008, in a teleconference with the Council, Governor Napolitano challenged the Council to also take the “next steps” in addressing the assessment system in Arizona, particularly AIMS. In her comments to the Council, the Governor stated, “Arizona needs -a true readiness assessment and now is the time to act.” The Governor asked the universities, community colleges and the SBE to begin this work immediately. All three entities accepted this charge at the June 19, 2008 Council meeting.

Governor Napolitano is also co-chairing a national effort through the National Governor’s Association to examine ways of embedding international standards into K-12 standards and assessments; this effort may inform state level standard and assessment policy.

The Council has not been idle in laying the groundwork for this next, monumental step. In February 2008, the Council’s Education Alignment Committee’s purpose was expanded to include addressing recommendations specific to assessment. The Council’s original recommendations adopted in December 2006 were to:

**Convert current testing system to:**

- a. Include end-of-course testing.
- b. Fully transition from paper testing to computer testing for the purpose of enhancing student achievement.

- c. Provide a college readiness assessment for all high school juniors to assess student preparedness for graduation and to ensure time for any necessary course remediation during the senior year.

The Council is also addressing college-ready assessments through its participation in Achieve Inc.'s 15-state consortium focused on a common Algebra II End of Course assessment. Arizona also has the opportunity to participate in the development of the Algebra I End of Course assessment.

In June, 2008 the legislature passed House Bill 2211, introduced by Rich Crandall, member of the Governor's P-20 Council and the Arizona House of Representatives, which called for the State Board of Education to appoint a taskforce to address Arizona's assessment system. At its September meeting, the SBE appointed the members to this taskforce, which has been charged to bring a report back to the SBE, Governor, the Superintendent of Public of Instruction, and the legislature.

In July 2008, Arizona applied for and was selected to participate in Achieve's College & Career-Ready Policy Institute through a highly competitive process. This multi-state venture is designed to accelerate states' efforts to create an assessment and accountability system that fully reflects the goal of all students graduating college and career ready. The Policy Institute will also help Arizona develop strategies for building the capacity of districts and schools to ensure students successfully reach higher standards. Achieve, Data Quality Campaign, EducationCounsel, Jobs for the Future and the National Governors Association Center for Best Practices will work together to provide guidance, advice and support to participating state teams.

Based on our current progress, Arizona is now poised to take the next step by working with P21 and its Partner States to further developing the goals, proposals and policies that will ensure all students graduate from high school prepared for higher education and the workforce.

#### **Objective 1:**

- Benchmark Arizona's assessments and student achievement globally ensuring that 21<sup>st</sup> Century Skills are embedded.

#### **Tactics:**

1. Adopt college and career-ready assessments in high school as the "anchor test(s)" measures to which all summative tests are aligned to ensure proficient means prepared.
2. Determine what assessment strategy will lead to the most effective measure of college and career readiness, validated by higher education and employers.
3. Establish 21<sup>st</sup> Century Skills benchmarks.
4. Address performance based assessments in the work of the ELA alignment team.
5. Participate in the Programme for International Student Assessment (PISA) or similar international assessments.

### **Metrics:**

October 2008-December 2010

Arizona will develop and implement a comprehensive and coherent P-12 assessment system aligned with college and career ready expectations and reflective of the full range of 21<sup>st</sup> century knowledge and skills required for success after high school.

Arizona will have students participating in the PISA or similar international assessments in 2009.

### **Objective 2:**

- Support research and evaluation of innovative assessment practices that are consistent with the vision of a 21<sup>st</sup> Century education.

### **Tactics:**

1. Implement computer-based assessments.
2. Determine the most effective assessment practices for measuring 21<sup>st</sup> Century Skills, including problem solving, critical thinking, global awareness, innovation and creativity, work ethic, communication and collaboration skills.

### **Metrics:**

October 2008-December 2010

Professional work of organizations and individuals such as the Partnership for 21<sup>st</sup> Century Skills, the partnership states, and others (e.g. the Metiri Group, Marzano & Associates, SREB, etc.,) will provide solid research to guide the development of rigorous and relevant assessments that measure 21<sup>st</sup> Century Skills.

Schools will have options to administrate Grade 9 NRT as a computer based assessment.

### **Objective 3:**

- Fund pilot projects with districts or schools, in partnership with higher education, to jumpstart innovative assessment practices that measure 21<sup>st</sup> Century Skills.

### **Tactics:**

1. Identify and expand effective business/foundation/ public partnerships (funding) and collaborations. Partnership for 21<sup>st</sup> Century Skills partnership could be a convener for pilot projects.
2. Identify policy to impact and drive funding.

### **Metrics:**

October 2008-December 2009

A rubric will be developed and funding identified that reward schools and districts for implementation of innovative assessment practices that measure 21<sup>st</sup> Century Skills.

### **Objective 4:**

- Build a shared, coherent and aligned vision of 21<sup>st</sup> Century Skills assessments among all stakeholders.

### **Tactics:**

1. Strengthen collaborations with schools, districts, higher education and community groups to create and implement 21<sup>st</sup> Century Skills assessments.
2. Assess the full range of skills needed for college and career readiness. Study career - ladder districts/301 plans – which could be resources to improve achievement.
3. Identify effective pilots on balanced assessments systems that also measure 21<sup>st</sup> Century Skills and contents.
4. Publish and promote comparisons of piloted assessments and ongoing research evaluations.

### **Metrics:**

January 2009-December 2010

Through a statewide communications strategy being launched in January 2009, raise Arizonan's expectations about education and promote positive change and innovation through a broader understanding of Arizona's educational pipeline and efforts to improve it.

The campaign will clearly articulate how the education system works and how the public can help support positive change. The goals of the campaign will be aimed toward changing the expectations, culture and behaviors of Arizonans to ensure innovation in education that leads to student success in post secondary education and the workforce.

The campaign will identify and promote solutions that will provide for change and innovation in Arizona's education system, including needed and necessary changes to the assessment system that ensure a student's preparedness for higher education and entry into the workforce.

**Teacher Preparation** – *Improve teacher preparation by aligning higher education with the state’s vision for 21st century.*

Research shows that the most effective factor that influences student achievement is the quality of teachers. Teacher quality begins with the teacher preparation programs at the state’s universities, community colleges, and private institutions. The state has 15 institutions with 112 teacher preparation programs approved by the SBE. It is the state’s goal to embed 21<sup>st</sup> Century Skills within these programs at Arizona’s community colleges and public universities to better equip pre-service teachers to become teachers who are proficient in teaching these skills.

The Governor’s P-20 Council has recommended reforming the state’s Colleges of Education, focusing on improving content area training, including technology, and establishing standards for pre-service classroom practicum. Governor Napolitano called for increased reform of the state’s Colleges of Education at this year’s Arizona Town Hall, which was focused on teacher attraction, preparation and recruitment. It is anticipated that the Governor will meet with the Deans of the state universities’ Colleges of Education to begin work on this specific issue. The Council will also assume a leadership role in this effort.

Important to this effort will be full implementation of T-PREP (Teacher Preparation Research and Evaluation Project), a collaboration among Arizona State University, the University of Arizona and Northern Arizona University to assess teacher-preparation programs and ensure that all three universities are producing effective teachers. T-PREP is important because up to this point there has been no mechanism or strategy in place to evaluate the effectiveness of teacher training programs.

In addition to aligning to the Arizona Professional Teaching standards, Arizona teacher preparation programs must also align with the national Interstate New Teacher Assessment and Support Consortium (INTASC) standards. These standards are currently undergoing revision. It is important that Arizona have a representative in the Consortium to advocate for the 21<sup>st</sup> Century Skills.

The Council has also emphasized the importance of attracting, preparing and retaining high quality teachers in Arizona. Specifically, the Council recommended providing funding for students during their teaching semester, offering solutions to reduce or eliminate the cost of tuition for teachers in high-need fields, increasing incentives to recruit teachers (especially in rural areas and hard to staff schools), and providing centrally funded mentoring and induction programs.

The recommendations from the Arizona Summit on 21<sup>st</sup> Century Skills calls for teacher preparation programs to focus on proficiency, practice and professionalism. The recommendations encourages pre-teachers to be well-versed in 21<sup>st</sup> Century Skills, such as critical thinking and problem solving; to offer opportunities to practice using these skills they will be expected to teach; and to work alongside master teachers and mentors to learn how to teach these skills most effectively.



### **Objective 1:**

- Improve teacher preparation by aligning higher education training programs with the state's vision for teaching 21<sup>st</sup> Century Skills.

### **Tactics:**

1. Require a closer collaboration among higher education, the P-12 system and state policy makers for improving teacher training programs and coursework aligned with 21<sup>st</sup> Century Skills.
2. In partnership with teacher preparation programs and the Council, a blueprint will be developed for 21<sup>st</sup> Century teacher preparation. Adapt the Milestones for Improving Learning and Education (MILE) Guide for colleges of education.
3. Any revisions to the Arizona Professional Teaching standards will align with the national standards. The ADE would oversee this revision process and bring recommendations to the SBE.
4. Ensure pre-service courses promoting/encouraging teacher collaboration with librarians and media specialists and other resource area professionals on school staff.
5. Universities will create interdisciplinary courses, integrated with technology, that emphasize 21<sup>st</sup> Century Skills to create new kinds of courses that reflect the interdisciplinary nature of real-world topics and challenges.
6. Provide opportunities for pre-service teachers to work with master teachers and mentors to learn how to teach 21<sup>st</sup> Century Skills.
7. Teach pre-service educators to use data effectively and require them to participate in a data collection system on teacher preparation programs.
8. Fully implement T-PREP to ensure that good data guides teacher training programs.

### **Metrics:**

#### October 2008 – December 2010

Reform of Arizona's Colleges of Education will occur in order to provide future teachers with proficiency in 21<sup>st</sup> Century Skills.

#### December 2010

Future teachers will leave pre-service training programs with proficiency in 21<sup>st</sup> Century Skills, as demonstrated by:

- Mastery of state-of-the-art technology.
- Mastery of skills in use of data to monitor student progress, adjust instructional strategies and personalize teaching for all students, especially English language learners.

### **Objective 2:**

- Encouraging school districts to include 21<sup>st</sup> Century Skills in their assessment of student teachers. Include relevant questions in job interviews.

**Tactics:**

1. Ensure teachers possess the training and skills necessary for effective teaching of 21<sup>st</sup> Century Skills to all students.

**Metric:****December 2010**

Employment of education professionals skilled in effective teaching principles of 21<sup>st</sup> Century Skills reflected by:

- Increased high school graduation rate;
- Increased student performance on state assessments;
- Students graduating prepared for higher education and the workforce.

**Objective 3:**

Revise Arizona's Professional Teacher Standards to incorporate 21<sup>st</sup> Century Skills and to reflect learning outcomes as well as teaching practices. Discuss an appropriate method to assess the mastery of 21<sup>st</sup> Century Skills.

**Tactics:**

1. Revise the state teaching standards to include 21<sup>st</sup> Century Skills and integrate them with accreditation reports and requirements for teacher preparation, certification, and professional development for certification renewal.

**Metrics:****October 2008-December 2009**

The Certification Advisory Committee of the State Board of Education will convene a representative group of teachers, administrators, and institutions of higher education to revise the Arizona professional teacher standards.

**December 2009-December 2010**

State teacher standards will be adopted by the SBE and will include 21<sup>st</sup> Century Skills.

**Outreach/Participation** – *All stakeholders must support this effort. How will you engage businesses, parents, elected officials and others to support the cause?*

The Governor established the Council in August of 2005 to address education alignment and modernization. Understanding that a strong education system leads to the development of a more talented workforce and vibrant economy, the Council brings together the education sectors, business and community leaders, and elected officials to develop and implement recommendations to provide systemic improvements at all points in the educational spectrum.

The work to integrate 21<sup>st</sup> Century Skills across the continuum - standards, assessment, professional development, teacher training, and youth development – will be under the direction of the Council and its committees. Under the guidance of the Council, the work of the committees is inclusive of a multitude of key stakeholders including education associations, foundations, teachers, principals, parents, curriculum specialists, colleges of education leadership, and business associations.

The broad representation on the Council, the spectrum of stakeholders working within the committee structure, and the inclusion of stakeholders at the Summit, will be the cornerstone of ensuring our success in integrating 21<sup>st</sup> Century Skills across the continuum.

**Resources** – *An effort of this scale requires significant investment of time and money. How will you realign existing resources and seek additional funding to support the goal?*

**Youth Development** – *How will you ensure that all students in your state have equitable access to 21<sup>st</sup> century teaching and learning? How will you enable access to 21<sup>st</sup> century technology*

***Create, support and sustain a statewide infrastructure for high-quality youth development programs that foster 21st Century Skills.***

Preparing Arizona's young people to succeed with 21<sup>st</sup> Century Skills requires more time, talent and resources than educators alone can provide during the school day. Youth development programs should be a critical component to the state's commitment to developing 21<sup>st</sup> Century Skills and helping students transition successfully to healthy and productive adult lives.

Recently Governor Napolitano released *Five Keys to Youth Success: Unlocking the Door to Arizona's Future*, which cites five areas in which youth development programs make a difference: caring adults, youth engagement, activities outside of school, high school completion and work readiness skills. This document provides Arizona's first framework for action for successful youth development and is the starting point to ensure that all youth in Arizona are prepared to work, contribute and succeed in the 21<sup>st</sup> Century.

The ***Arizona Youth Collaborative*** is a statewide effort that provides an organizational infrastructure to serve as the vehicle to increase the capacity of those individuals work with and on behalf of young people (e.g., staff from youth serving organizations, faith-based organizations, social service agencies, juvenile, justice, education and others). This support will increase their ability to provide the supports and opportunities necessary for young people to successfully transition into young adulthood.

The Arizona Youth Collaborative will soon launch *Understanding Youth Development: Keys for Successful Programming* which offers youth development professionals a unique opportunity to participate in a 9-month Learning Community. Participants meet for 4 hours once a month for nine months. This ongoing Learning Community provides participants with the opportunity to learn new concepts arising out of the most current research and information on youth development and allows them to adapt these concepts for use in their own programs to promote the positive development of all young people who participate in their programs. This curriculum includes the 21st Century Skills and will launch in October. The Collaborative will be partnering with ADE to provide this training.

### **Objective 1:**

- Create or expand, support and sustain a statewide infrastructure for high-quality youth development programs that foster 21<sup>st</sup> Century Skills.

### **Tactics:**

1. Link current programs and grant funds to complement 21<sup>st</sup> Century Skills.
2. Develop programs that train parents on 21<sup>st</sup> Century Skills.

3. Governor's Youth Development Task Force should adopt the 21<sup>st</sup> Century Skills Framework.
4. Build 21<sup>st</sup> Century Skills into the key metrics for out of school time programs.
5. Train youth mentors on 21<sup>st</sup> Century Skills.
6. Build 21<sup>st</sup> Century Skills into Education Career Action Plans (ECAP).
7. Build 21<sup>st</sup> Century Skills into the statewide career readiness certificates/assessments.
8. Be more purposeful and intentional about building 21<sup>st</sup> Century Skills into youth development programs and explore other state structures such as Oregon's "Together Groups."
9. Explore whether there is a community schools statewide infrastructure to integrate 21<sup>st</sup> Century Skills within.
10. Open school libraries before and after school and on weekends to accommodate students.

### **Metrics:**

#### December 2009

Implementation of a statewide infrastructure and collaborative partnerships that ensure the development and/or improvement of youth programs that will be embedded with 21<sup>st</sup> Century Skills, standards, and outcomes.

A standard will be developed that measures and increases the quality of out-of-school time programs in general ensuring that 21<sup>st</sup> Century Skills are embedded.

### **Objective 2:**

- Encourage a dialogue between K-12 and youth development leaders that results in a joint pursuit of 21<sup>st</sup> century outcomes.

### **Tactics:**

1. Recognize the importance of including youth as leaders and having a voice in the process.
2. Infuse 21<sup>st</sup> Century Skills into 21<sup>st</sup> Century Learning Center grants.
3. Examine and to take advantage of the best practices of Joint Technology Education Districts and charter school structures.
4. Connect teachers to youth development professionals.
5. Align Career and Technology Education and 21<sup>st</sup> Century Skills.
6. Involve the business community (mentoring, job shadowing).
7. School districts should share 21<sup>st</sup> Century Skills tools with youth development professionals.
8. Identify, promote and connect programs on university campuses that provide skills and tuition reimbursement for learning 21<sup>st</sup> Century Skills.

## **Metrics**

### **October 2008-December 2010**

Develop collaborative partnerships that ensure alignment of youth development and K-12 system programs that will provide youth along the entire continuum with teachers trained in and programs embedded with 21<sup>st</sup> Century Skills, standards, and outcomes.

## **Objective 3:**

- Leverage the Governor's STEM agenda into a joint 21<sup>st</sup> Century Skills initiative between K-12 education and youth development.

## **Tactics:**

1. Better leverage existing programs such as robotics clubs and infuse 21<sup>st</sup> Century Skills and increase awareness that these programs exist.
2. Ensure service-learning is included in school curriculum.

## **Metrics:**

### **October 2008-December 2010**

Develop collaborative partnerships that ensure alignment of youth development and K-12 system programs that will provide youth along the entire continuum with teachers trained in and after school programs embedded with 21<sup>st</sup> Century Skills, standards, and outcomes.

## **Objective 4:**

- Increase, support and sustain high-quality professional development in 21<sup>st</sup> Century Skills for staff members of youth development programs.

## **Tactics:**

1. The Arizona Youth Collaborative will launch a statewide youth development certificate in fall of 2008.
2. Provide professional development to youth development practitioners which includes conferences, online tools and learning communities to build the capacity of staff members to foster 21<sup>st</sup> Century Skills.
3. Tap into programs that support parent training.
4. Co-sponsor professional development opportunities for teachers, librarians, coaches, club advisors, etc., (K-12 districts).

**Metrics:**

October 2008-December 2010

A rubric will be developed that reward youth programs for implementation of innovative professional development programs for staff members of youth development programs.

**Objective 5:**

- Provide equal opportunities for all young people to participate in youth development programs that build 21<sup>st</sup> Century Skills.

**Tactics:**

1. Provide every student with access to high-quality youth development programs that focus on 21<sup>st</sup> Century Skills outcomes.
2. Conduct a needs analysis and support new youth development initiatives in underserved areas.
3. Actively involve young people in designing youth development programs that build 21<sup>st</sup> Century Skills.
4. Engage the private sector in mentoring and job shadowing programs.
5. Provide non-traditional outreach for youth that fall through the cracks.

**Metrics**

October 2008-December 2010

A rubric will be developed that reward youth programs for implementation of innovative youth programs incorporating 21<sup>st</sup> Century Skills.

Through out-of-school activities, youth will be engaged in community-based activities that promote work readiness and civic engagement.

Funding sources will be identified to make out-of-school programs available to all youth.

**Workforce and Economic Development** – *How will you ensure that the 21<sup>st</sup> Century Skills outcomes are aligned with the 21<sup>st</sup> century employment requirements in your state? What are some key workforce and economic development initiatives with which you can align? Are there collaborative funding opportunities?*

One of the first initiatives of the Council was to commission a study to identify occupations that meet a defined standard for high-wage, high-demand; indicate those occupations concentrated in target industries; identify occupations requiring longer periods of education and/or training; as well as identify specific skills and training needed for these occupations. This information was validated with focus groups and focus group roundtables.

In tandem with this work, a study was conducted of the preparedness of Arizona's high school students for postsecondary study and the workplace focusing on the adequacy of academic preparation and articulation with requirements for post secondary study. The report focuses on what a successful high school graduate looks like, and on comparisons between the preparation currently available in Arizona and other conceptions of what constitutes successfully preparing young people for college and careers in the 21<sup>st</sup> century.

The findings were based on detailed review of research, reports, and other materials from national organizations, including, but not limited to, Achieve/the American Diploma Project, the Education Trust, American College Testing (ACT), and the National Governors Association.

This work and the subsequent report, ***From Education to Work: Is Arizona Prepared?***, was funded by a grant from the Arizona Commerce and Economic Development Council. Additionally, the Governor's Council on Workforce Policy is represented on the Governor's P-20 Council, and continuously provide financial support to the Council.

**Evaluation and Demonstration** – *How will you demonstrate progress? Who will provide and objective evaluation of your results?*

Under each area of this application, we have identified, and will continue to identify, metrics for measuring our success in integrating 21<sup>st</sup> Century Skills across the education continuum.

We will turn to the P21 partnership for continued support and evaluation of the work being pursued and implemented to ensure that Arizona students are being provided with the skills they need to be successful in a 21<sup>st</sup> century global economy.



**GOVERNOR'S P-20 COUNCIL  
MINUTES  
Meeting – June 16, 2008  
2:45 p.m.**

**Location:** 1700 W. Washington Street  
6<sup>th</sup> Floor Conference Room B  
Phoenix, AZ 85007

**Members Present:** Dr. John Haeger

**Members Attending**

**Telephonically:** Governor Janet Napolitano, Dr. Rufus Glasper, Dr. Leah Bornstein, Mark Bryce, J.D., Regent Ernest Calderon, J.D., Susan Carlson, Representative Rich Crandall, Carlos Contreras, Dr. David Curd, George Dean, Dr. Roy Flores, Superintendent Tom Horne, Marv Lamer, Paul Luna, John Morales, Dr. Karen Nicodemus, Christine Nowaczyk, Sal Rivera, J.D., Sherri Slayton, Dr. Robert Shelton, Mayor Robert Walkup, and Dr. James Zaharis.

**Members Absent:** Rhian Evans Allvin, Dr. Pauline Begay, Susan Budinger, Alyssa Bisanz, Dr. Angel Cabrera, Dr. Michael Crow, Dr. Suzan DePrez, Dr. Sybil Francis, David Martin, Senator Tom O'Halleran, Cathy McKee Olesen, Dr. Douglas Olesen, Dr. Norval Pohl, Dr. Ron Rickel, and Councilman Greg Stanton.

**1. Call to Order & Welcome**

Dr. Glasper called the meeting to order at 2:45 p.m. and requested staff call roll to ascertain Council members present, and to identify all others who may be participating telephonically. Dr. Glasper also noted that members and staff of the Arizona Board of Regents (ABOR) have been invited to participate with the Council in the teleconference. Participating from ABOR included: Regent Fred Boice, Regent Fred DuVal, Regent LuAnn Leonard, Regent David Martinez, Joel Sideman, Stephanie Jacobsen and Cathy McGonigle.

Dr. Glasper noted that the Governor will join the meeting telephonically at 3:00 p.m. Dr. Glasper reminded members that the Governor requested this teleconference since she would be unable to attend the Council meeting on June 19<sup>th</sup>. The Governor wanted the opportunity to provide comments regarding the Higher Education Ad Hoc Committee recommendations and to share with the Council her vision for immediate and longer term next steps.

Dr. Glasper also noted for the record that the physical location for the meeting is at 1700 W. Washington, 6<sup>th</sup> Floor Conference Room B.

**2. Update/Discussion: Higher Education Ad Hoc Committee Draft Recommendations**

Governor Napolitano telephonically joined the meeting at 3:00 p.m. The Governor thanked Dr. Glasper and the participants of the Higher Education Ad Hoc Committee for their work.

The Governor indicated that she hoped the Council would adopt all of the higher education recommendations and briefly discussed areas of specific importance to her that would ensure our ability to increase the number of first generation students who go to college and increase the number of students who transfer from community colleges to universities.

The Governor asked the universities and community colleges to work together to establish a Centennial Scholars program using existing institutional aid, beginning with the graduating class of 2012.

The Governor expressed her desire to protect and maintain the vital and central mission of community colleges, which means limiting the option to provide 4-year degrees to only those programs where there are demonstrated student and workforce needs that are not being filled currently, such as teaching and nursing. The Governor asked that conversations continue for a process and criteria for determining when this is an option.

The Governor discussed that the Council's focus should be on increasing the number of credits that transfer to a degree from a community college to a university

The Governor also asked the Council to rethink the state's higher education funding models in order to increase the number of first generation students and students in rural areas who have access to higher education. The revision of the funding model will make it more financially viable for public universities to provide degree programs outside of their main campuses.

The Governor also asked the Council to take another look at the AIMS test, consider its role and effectiveness, and review implementing assessments such as ACT or SAT that could address college readiness. The Governor asked the Council, universities, community colleges and the State Board of Education to begin this work immediately. The Governor stated that she will be co-chairing a national effort to also look at embedding international standards into high school assessments and will coordinate these efforts with on-going efforts in Arizona.

The Governor indicated that there is a clear and aggressive agenda ahead of us and that she looked forward to working on these issues and hearing updates at future P-20 meetings.

The Governor and Council members engaged in a brief discussion on the Governor's comments.

### **3. Call to the Public**

There were no requests from the public to address the Council.

### **4. Announcements and Adjournment**

There being no further business or announcements, Dr. Glasper adjourned the meeting at 3:40 p.m.

**GOVERNOR'S P-20 COUNCIL  
MINUTES  
General Meeting – June 19, 2008  
1:00 p.m.**

**Location:** Northern Arizona University  
High Country Convention Center  
Rooms D & E  
Flagstaff, Arizona

**Members Present:** Dr. Rufus Glasper, Dennis Burke for Governor Janet Napolitano, Rhian Evans-Allvin, Dr. Pauline Begay, Dr. Leah Bornstein, Mark Bryce, J.D., Alyssa Bisanz (telephonic); Dr. Angel Cabrera (telephonic); Regent Ernest Calderon, J.D., Susan Carlson, Representative Rich Crandall, Dr. Michael Crow; Carlos Contreras; Dr. David Curd (telephonic), George Dean, Dr. Suzan DePrez (telephonic), Dr. Roy Flores (telephonic), Dr. Sybil Francis, Dr. John Haeger, Superintendent Tom Horne, Marv Lamer, Paul Luna, John Morales, Dr. Karen Nicodemus, Christine Nowaczyk, Dr. Ron Rickel, Sherri Slayton, Dr. Robert Shelton, and Dr. James Zaharis.

**Members Absent:** Susan Budinger, David Martin, Cathy McKee Olesen, Dr. Douglas Olesen, Senator Tom O'Halleran, Dr. Norval Pohl, Councilman Greg Stanton, Mayor Robert Walkup.

**1. Call to Order & Welcome**

Dr. Glasper called the meeting to order at 1:10 p.m. and welcomed the members of the Arizona Board of Regents in attendance.

- Fred Boice – President
- Robert Bulla
- Ernest Calderon – Vice President
- Senator Dennis DeConcini
- Fred DuVal – Treasurer
- LuAnn Leonard
- Anne Mariucci - Secretary
- David Martinez (Student Regent)
- Bob McLendon
- Mary Venezia (Student Regent)

Dr. Glasper expressed his thanks for this opportunity to once again meet with the Arizona Board of Regents (ABOR) indicating that last year at this approximate time the Council's Executive Committee met with ABOR. Dr. Glasper indicated that the Council is pleased to be able to have members of the Regents present in order to:

- Hear the Higher Education Ad Hoc Committee Recommendations;
- Update the Council on the work of ABOR;
- Engage in discussion on how ABOR can continue to work with, support and implement the recommendations of the Council; and

- Hear the recommendations from the Communications Committee on efforts to develop a Collaborative Communications Campaign.

## **2. Introduction of New Members**

Dr. Glasper indicated that with the Governor's signing of the amended Executive Order there has been the opportunity and need to appoint new members to the Governor's P-20 Council. While work continues to fill several remaining vacancies, Dr. Glasper acknowledged and welcomed the most recent appointments to the Governor's P-20 Council.

## **3. Approval of Minutes**

Regent Ernest Calderon moved approval of the February 28, 2008 Governor's P-20 Council meeting minutes as presented. Motion was seconded by Susan Carlson and unanimously approved.

## **4. Opening Remarks**

Dennis Burke, the Governor's Chief of Staff, welcomed everyone to the meeting and indicated that the Governor's schedule did not permit her to attend today's meeting and that he was attending on her behalf. Mr. Burke indicated that the Council had heard from the Governor on June 16<sup>th</sup> and that she had specifically requested the creation of a Centennial Scholars program and for the Council to take another look at AIMS.

Additionally, Mr. Burke indicated that the Governor supported the Higher Education Ad Hoc Committee's recommendations, specifically:

- Transfer of credits toward a degree - includes efforts to "uncomplicate" the system by implementing common course numbering to include all transferable courses. The Governor would like this to happen within the next six months.
- New and innovative ways of delivering higher education, especially in rural areas such as President Haeger's proposed new "hybrid" delivery model that calls for joint admission, counseling and student services between NAU and partner community colleges. The Governor hopes the Regents and community colleges will embrace this model.
- The Governor made clear her desire to protect and maintain the vital central mission of community colleges. This means limiting the option to provide 4-year degrees to only those programs where there is a demonstrated need that is not being filled currently. Two examples she provided might be teaching and nursing.
- Revision of the higher education funding models to: increase the number of first generation students who go to college; the number of students who transfer from community colleges to universities; and the ability to deliver degree programs in rural communities, with an overarching goal of doubling the number of bachelor degrees awarded to Arizonans. A new funding model should make it more financially viable for our public universities to provide degree programs outside of their main campuses, utilizing the community college infrastructure and partnerships, more so than is happening now.
- Greater coordination in the state's higher education system. The Governor would like the P-20 Council to continue to look at establishing a higher education coordinating

body to coordinate activities among the universities, community colleges and private institutions.

## **5. Presentation: Higher Education Ad Hoc Committee Recommendations**

Dr. Glasper reported that in December 2007 the Higher Education Ad Hoc Committee was created to develop recommendations to increase the number of degrees produced in the state. The Committee was composed of P-20 Council members and others, outside of the Council, who had an interest in participating. In all there are 35 recommendations that address funding, delivery models, communications and student input, transfer and articulation, advising, and data systems. Dr. Glasper briefly highlighted the recommendations and entertained discussion and Council approval.

### **Funding**

- **Recommendation # 1 – Create a working group that will review and revise the state’s higher education funding models** which will allow the state to increase access to rural delivery; increase the number of transfers; support mission differentiation; and produce degrees in high demand occupations. This will be done through an ad hoc committee in conjunction with ABOR and a \$150,000 planning grant from the Lumina Foundation for Education that will hopefully lead to a subsequent grant from the Lumina Foundation.
- **Recommendation # 2 – Regarding expanding student financial aid options.** On June 16th the Governor asked the universities and community colleges to work together to establish a Centennial Scholars program, using existing institutional aid; and to move immediately on this recommendation and implement it with the class of 2012.

Following discussion on the funding recommendations, Dr. Jim Zaharis moved approval of Recommendation #1. Motion was seconded by Dr. Karen Nicodemus and unanimously approved.

Mark Bryce moved approval of Recommendation #2. Motion was seconded by Dr. Karen Nicodemus and unanimously approved.

### **Delivery Models**

- **Recommendation #4 – Develop policies and procedures to create “hybrid” institutions that will allow students to move seamlessly from a community college to a university** through joint admissions, joint advising and career planning, joint admissions centers and shared student support services that allow students to move smoothly from a community college to a university.
- **Recommendation #5 – Explore the development of university centers** including size and location of the population base, and governance structure.
- **Recommendations #10-14: Allow for the development of a pathway for baccalaureate degrees at community colleges** through adoption of the JCC’s recommendation #5 and asks the JCC to further develop the process and criteria that will be used with the inclusion of all 10 community college districts, Tribal and private institutions. The P-20 Council has not been asked at this time to approve the process or criteria that will be used.

Following discussion on Delivery Model recommendations, Mark Bryce, J.D. moved approval of Recommendations #4 through #9. Motion was seconded by Dr. John Haeger and unanimously approved.

Regent Ernest Calderon moved approval of Recommendations #10 through #14. Motion was seconded by Mark Bryce, J.D. and unanimously approved.

### **Communications and Student Input**

- **Recommendations #15-#19: Greater communications to students to increase the number of students going to college, persisting, and completing their degree.** Key to this work will be to connect these efforts to the P-20 Council's communications campaign and to ABOR's Solutions Through Higher Education Campaign.

Following discussion on Communications and Student Input recommendations, Regent Ernest Calderon moved approval of recommendations #15 through #19. Motion was seconded by Susan Carlson and unanimously approved.

### **Transfer & Articulation**

- **Recommendation #20: Implementation of common course numbering beginning with the 51 most commonly attended courses, with the possibility of expanding this effort to include all transferable courses.** This will remove the guesswork for students as they are trying to determine what courses transfer.

Following discussion on Transfer & Articulation recommendation, Dr. Leah Bornstein moved approval of recommendations #20. Motion was seconded by Dr. Karen Nicodemus and unanimously approved.

### **Advising**

- **Recommendations #28-#32: Provide solutions to give students the advising tools they need to take the right courses, persist, and ultimately graduate.**

Following discussion on Advising recommendations, Regent Ernest Calderon moved approval of recommendations #28 through #32. Motion was seconded by Dr. Karen Nicodemus and unanimously approved.

### **Data**

- **Recommendation #33: Establishment of a longitudinal, higher education database for the state.** The P-20 Data Committee is being asked to provide a formal recommendation regarding how to move forward and to ensure it is linked to the Department of Education's Data Warehouse.

Following discussion on Data recommendations, Dr. Jim Zaharis moved approval of recommendations #33 through #35. Motion was seconded by Carlos Contreras and unanimously approved.

It was noted that Recommendation #3 had not been addressed by the Council. Dr. Glasper reviewed Recommendation #3, which states: Identify a source of funds to encourage the development of new partnerships and incentives for universities and community colleges to collaborate and set appropriate guidelines. Mark Bryce, J.D., moved approval of the recommendation. The motion was seconded by Dr. Karen Nicodemus and was unanimously approved.

**6. Updates: Policy Making Board**

**A. Arizona Board of Regents**

Regent Calderon welcomed the P-20 Council to the ABOR summer meeting in Flagstaff. Regent Calderon indicated that ABOR serves as the umbrella to implement the recommendation for Centennial Scholars and believed this would be a collaborative effort. Regent Calderon stated that ABOR will discuss this agenda item at their meeting today.

**B. State Board of Education**

Dr. Nicodemus provided a brief overview on possible next steps that the state Board of Education is considering in support of increasing high school graduation requirements and high school graduation rates including teacher quality and capacity, curriculum models and student support strategies, and assessment and accountability systems.

**C. Arizona Early Childhood Development and Health Board**

Rhian Evans-Allvin updated the Council on the First Things First Statewide Initiatives approved by the Early Childhood Development and Health Board in March of 2008. The initiatives are intended to build statewide infrastructure to improve quality in the early childhood development and health system and include: "Quality First", Arizona Early Childhood Quality Improvement Rating System (QIRS); Child Care Health Consultants; Teacher Education and Compensation Helps; Parent kits for statewide distribution; and public awareness, which includes up to \$500,000/year for the P-20 coordinated communications campaign.

**7. Presentation: Collaborative Communications Campaign**

Paul Luna updated the Council on the Collaborative Communications Campaign. Paul indicated that at the February 2008 meeting of the Council, the Committee presented recommendations for creative campaign concepts, campaign name, tagline, media, interactive and public relations. The Council voted unanimously to accept the campaign name *EXPECT MORE ARIZONA*. The Governor and the Council provided input into the tagline and media concepts and the Committee has continued working with RIESTER to address the concerns expressed at that meeting. Paul presented the Committee's one-page overview of the goals, indicators and objectives of the Campaign and asked Mirja Riester for an update on the campaign creative work. Mirja Riester presented an updated tagline, creative concepts, and logo for consideration by the Council. The Council provided additional input into the information presented and directed the Committee to proceed with developing the campaign for launch with the presented tagline, creative concepts and logo.

**8. Presentation: Arizona Summit on 21<sup>st</sup> Century Skills**

The Council received a brief presentation on the Final Report from the Arizona Summit on 21<sup>st</sup> Century Skills from Mr. Ken Kay, CEO and Co-Founder of e-luminate Group. On October 25, 2007, the Council, in a collaborative effort with the Partnership for 21<sup>st</sup> Century Skills and the University of Arizona's College of Education, co-convened the Arizona Summit on 21<sup>st</sup> Century Skills, which took place at the University of Arizona in Tucson. The Arizona Department of Education also assisted in the planning and implementation of the Summit, and over 250 educators, business and community leaders from around the state participated in this event. The Summit focused on strategies for incorporating 21<sup>st</sup> Century Skills into four areas: Teacher Preparation; Assessments; Professional Development; and Youth Development. The Council engaged in discussion with Mr. Kay and directed staff to proceed with developing an application to be recognized as a 21<sup>st</sup> Century Partnership State.

**9. Committee Updates and Reports**

**a. Steering Committee**

Dr. Glasper indicated that in an effort to better integrate the "P" into the work of the P-20 Council, and in working with the Governor and staff, an Early Childhood Ad Hoc Committee had been formed to begin to make recommendations on those issues that need to be considered by each of our committees. The reason this committee is ad hoc is to ensure that early childhood issues become an integral part of the work of the P-20 Council. Eva Lester, the Governor's Early Childhood Policy Advisor, will serve as primary staff for this committee. Dr. Glasper introduced the chair of this ad hoc committee, Rhian Evans-Allvin for her report.

**b. Early Childhood Ad Hoc Committee**

Rhian Evans-Allvin reported that Arizona was selected by the Education Commission of the States and the Kellogg Foundation as one of five states to convene a one-day meeting on aligning early childhood with the early elementary years through third grade (P-3). This meeting was held on Friday, May 30th with over 75 participants including members of the P-20 Council, the First Things First Board, and other early childhood and K-12 representatives from around the state. Rhian also reported that the Ad Hoc Early Childhood Committee will meet over the summer to prepare a set of recommendations for integrating early childhood issues into the work of the P-20 Council.

**c. Teachers Committee**

Staff reported that the Committee is pleased to welcome Dr. John Haeger as the new Chair of the Committee. The Committee has been working to integrate the recommendations from the Arizona Summit on 21<sup>st</sup> Century Skills into the Committee's recommendations and work plan. The Committee is supportive of the report's recommendations on teacher preparation and professional development, and sees strong alignment between the work of the Committee and this effort. In addition, future projects for the Committee include discussing professional development, the modernization of Colleges of Education, and reviewing teacher certification.



**d. Data & Graduation Committee**

Dr. Sybil Francis reported that the Committee has been focusing on data that now indicates a drop in the graduation rate being reported by the Arizona Department of Education. From 2004 to 2006 the rate has decreased by 7%. ADE indicates that the drop is due to SAIS being fully implemented and that better, more accurate data is being collected. The Committee is also working to address the transfer of student identifiers to higher education institutions; is working to create strategies to address drop out prevention through a statewide summit through an America's Promise grant in the amount of \$25,000; continues monitoring the progress of the Data Warehouse System; and will continue pursuing teacher ID legislation.

**e. Pathways Committee**

Susan Carlson and Dr. Jim Zaharis reported that the Committee has been working to develop clear pathways for students to move from high school to higher education or advanced training. Specifically, the Committee has conducted an analysis of dual enrollment, with the goal of removing existing barriers in order to expand dual enrollment, and other early college options in the state. The Committee is continuing to work in partnership with ADE's Career and Technical Education (CTE) staff to enhance the academic content offered in CTE courses, with the goal of providing academic credit for some CTE programs of study (two or three CTE classes). The work to crosswalk the academic and CTE standards has begun with three CTE programs of study, with results expected by the beginning of the next school year. Additionally, the Committee has been active in supporting the implementation of the ECAP.

**f. Education Alignment & Assessment Committee**

Dr. Karen Nicodemus reported that the Department of Education has completed its public review of the Mathematics Standard and will be presenting the Standard to the State Board of Education for adoption at its June 2008 meeting. With the implementation of this new Standard will be another notable success for the P-20 Council. Arizona participated in piloting the Algebra II End of Course Assessment. Funding was obtained to administer the test to approximately 1,300 students in Arizona, which occurred in May. Membership for the ELA Alignment Team has been finalized. The Team had an orientation meeting on June 18<sup>th</sup>, and will begin evaluating Arizona's ELA Standard on August 28<sup>th</sup> & 29<sup>th</sup>.

**g. Literacy Committee**

Staff reported that the Committee's Teacher Reading Endorsement Scholarship Program, being implemented through the Arizona K-12 Center, has received 18 grant applications from teachers wishing to pursue the state's Reading Endorsement, which are currently being reviewed. It is anticipated that the first awards will be made in June 2008. These grants are being made possible through the National Governors Association Literacy Grant. The Committee is seeking additional funding partners to expand this program and provide grants to more teachers in rural areas.

**10. Call to the Public**

The Council heard public input from: Ted Kraver regarding e-learning.

**11. Announcements and Adjournment**

Next meeting of the Governor's P-20 Council is tentatively planned for late August or early September. Staff will get a "hold the date" to the Council as soon as possible.

There being no further business or announcements, Dr. Glasper adjourned the meeting at 3:30 p.m.